

**THE IMPLEMENTATION OF GENRE BASED APPROACH IN
TEACHING SPEAKING TO THE EIGHTH GRADE STUDENTS
AT SMP MUHAMMADIYAH 4 SURAKARTA
IN 2015/2016 ACADEMIC YEAR**



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in English Department

by

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UNIVERSITAS MUHAMMADIYAH SURAKARTA
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APPROVAL

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PUBLICATION ARTICLE

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Hence, if only there will be any incorrectness proved in the future in my statement above, I will be fully responsible.

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Tia Satiti Hapsari

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Abstrak

Penelitian ini bertujuan untuk (1) mendeskripsikan bahan yang digunakan dalam pengajaran berbicara dengan menggunakan Pendekatan Berbasis Teks berlokasi di SMP Muhammadiyah 4 Surakarta (2) prosedur yang digunakan dalam pengajaran berbicara menggunakan GBA (3) masalah yang dihadapi oleh guru dalam menggunakan GBA. Metode pengumpulan data adalah observasi, wawancara dan dokumentasi. Subyek penelitian ini adalah siswa kelas delapan di SMP Muhammadiyah 4 Surakarta di akademik 2015/2016. Penelitian ini menggunakan deskriptif kualitatif dimana adalah proses penyederhanaan data untuk membuat lebih mudah dibaca. penulis mendapatkan data dari penelitian ini dari peristiwa, informasi dan dokumen. Metode analisis data adalah BKOF, MOT, JCOT, dan ICOT. Hasil analisis menunjukkan bahwa materi yang digunakan oleh siswa di kelas adalah buku pegangan siswa. Prosedurnya adalah sedang membangun bidang pengetahuan, pemodelan teks, membuat teks bersama, dan membuat teks sendiri. Masalah yang dihadapi oleh guru dalam menggunakan GBA adalah kurangnya penguasaan siswa terhadap kosa kata, kemampuan yang berbeda dari siswa.

Kata Kunci: Pendekatan Berbasis Teks

Abstract

This research aims at (1) describing the materials used in teaching speaking by using Genre Based Approach in SMP Muhammadiyah 4 Surakarta (2) the procedures used in teaching speaking using GBA (3) problems faced by the teacher in using GBA. The methods of collecting data are observation, interview and documentation. The subject of the study is eight grade students at SMP Muhammadiyah 4 Surakarta in academic 2015/2016. This research uses descriptive qualitative where is the process of simplification of data to make easier to read. The writer gets the data of this research from event, informant and document. The methods of analysis data are BKOF, MOT, JCOT, and ICOT. The result of the analysis shows that the materials used by the students in the classroom is a handbook of the students. The procedures are building knowledge of field, modeling of text, joint construction of text, and independent construction of text. The problems faced by the teacher in using GBA are the students lack of mastering vocabulary, different capability of the students.

Keyword: Genre Based Approach

1. INTRODUCTION

Communication is an essential need for human being. Language as the tool of communication has an important role to reveal an intention to someone else. People will be able to express their thought and feeling by using language. Language, communication, and life cannot be separated. Language is used in many aspects, such as: education, society, politics, economics, and culture. Language has an important role for students in order to communicate, transfer, and share information to other. The goal of language teaching is to develop communicative competence. The goal of language teaching is to develop communicative competence. Communicative competence is what a speaker requires in order to be communicatively competent in a speech community. The two aspects of communicative competence are functional communication activities and social interaction activities.

Therefore teaching and learning English in Junior High School has the scopes including competence to comprehend and to produce spoken and written texts through four skills: listening, speaking, reading, and writing; competence to comprehend and to create many short functional texts and monolog also essay in the form of procedure, description, recount, narrative, and report; linguistic competence, socio-culture competence, strategic competence, and discourse competence.

However, teaching oral lesson is not a simple task for the teacher. The teacher plays an important role in this case. He should be able to facilitate the communication so that the communication among the students runs well. He should also be able to build a good atmosphere in a classroom in order to stimulate the students to speak naturally and comfortably. The activities should be as interesting as possible so that the students are motivated in joining the English teaching and learning activities.

Many students said that they were interested in learning English because in their opinion English is very important for their future. Based on the teacher's explanation, the students' interest was good enough. However, there were many problems that the students faced in learning English. First, the

students lacked vocabulary. They had difficulties in understanding the text, arranging the sentence and express their idea through spoken language. Second, they had difficulties in grammar. They lacked grammar practice. Third, they had problems with pronunciation

Teachers used GBA (Genre Based Approach) system appropriate with the 2006 KTSP Curriculum. GBA (Genre Based Approach) concerns with the social purposes of language. The genres in focus are generally defined according to social purposes communication. There is a set of texts, spoken and written, which are institutionalizes in so far as they are considered by a given speech to be of the same type, for example the genre of additional or the genre or information.

To prove the originality of this study, the writer will show some previous studies that have been done. The first previous research is Sarwati (STAIN, 2012), entitled *Teaching English Speaking Skill Through Genre Based Approach*. She analyzed GBA system learning applied by English teacher in teaching speaking at the first year student of MTSn Boyolali in 2011/2012 to improve excellent students in speaking skill. She used descriptive text to implementing teaching speaking based on GBA system. She took the data with asking the interview and made document. The data taken from the result of teaching speaking process. She also analyzed activities in the classroom during the teaching speaking process using GBA system in discussing descriptive text.

The second previous Study is the research paper conducted by Rezky Firdaus (UNS, 2011) entitled *The Implementation Genre Based Approach In Teaching Speaking To The Eight Grade Students of SMP Negeri 5 Surakarta in 2010/2011 Academic Year*. He analyzed describing the implementation of teaching speaking to the eight grade junior high school students in SMP N 5 Surakarta in 2010/2011 academic year and to describe problem faced by teacher and students in teaching speaking process. He collected the data by observing the English class and interviewing teacher and students. The data include field note of observation, interview, script, and syllabus. The process

of the teaching speaking, the teacher gives the opportunities for the children to participate in activities in the class in his observation. The objectives of teaching speaking by using GBA system is achieve.

There are similarity and difference between this the present research and the previous study`, the similarities with the first previous research and the present research is taken data from collected the data by observing the English class, asking interviewer and made document and analyze the English teacher in implementing in teaching speaking. The differences between the present research is focus on text discussion to improve excellent student in speaking descriptive text.

The similarity with the resent research and the second research is both analyze describing the implementation of teaching speaking process and describing the problem faced by the teacher and student in teaching speaking process. The difference between the present research and the second research is the subject is the Eight Student of SMP 5 Surakarta in 2010/2011 Academic Year.

According to *Brown (2001: 272)*, there are ten micro skills of oral communication as follows:

Producing chunks of language of different lengths, Orally producing differences among the English phonemes and allophonic variants

Producing English stress pattern, words in stressed and unstressed positions, rhythmic structure, and international contour Producing reduced forms of words and phrase

Using an adequate number of lexical units (words) in order to accomplish pragmatic purposes

Producing fluent speech at different rate of delivery, Monitoring your own oral production and use various strategic devices-pauses, fillers, self-correction, backtracking-to enhance the clarity of the message

Using grammatical word classes, systems, word order, patterns, rules, and elliptical forms

Producing speech in natural constituents in appropriate phrases, pause groups, breath groups, and sentences, Expressing

2. REASEARCH METHOD

This research is a descriptive research. It researches teacher teaches students using GBA. Descriptive Research According Moloeng (2013. 5) "is a study designed to describe the participants in an accurate way, more simply, research descriptive is all about describing people who took part in the study." The Characteristics of Descriptive Research According to *Moloeng (2013, 5)* "descriptive research is also known as Statistical Research, the main goal of this type of research is to describe the data and characteristics about what is being studied. The idea behind this type of research is to study frequencies, averages, and other statistical calculations. According to *Lexy (2013, 8)* descriptive research is mainly done when a researcher wants to gain a better understanding of a topic. That is, analysis of the past as opposed to the future. Descriptive research is the exploration of the existing certain phenomena. The details of the facts won't be known. The existing phenomena as facts are not known to the persons.

The method collecting data are observation, interview, and document. The data sources of data in this research are event, information, and document.

3. RESEARCH FINDINGS

The researcher describes the process of teaching speaking using GBA in SMP muhammadiyah 4 Surakarta 2015/2016 academic year. This chapter consist of research finding.

3.1 Research Findings

The researcher explains the discussion about details of Genre Based Approach and students activity during use Genre Based Approach process, there are several activities that the materials used in teaching speaking by using Genre Based Approach in SMP Muhammadiyah 4

Surakarta, the procedures used in teaching speaking using GBA, and problems faced by the teacher in using GBA.

3.2 Materials

The researcher did the research and got the complete the data from teacher related including materials used in teaching speaking and process in learning speaking. In this study the researchers used a book called “When English Rings a Bell” the book is published by the Center for curriculum and perbukuan, Balibang, Kemdikbud. This book contains some kind of material that will be taught by a teacher in the learning process, namely It’s English time!, Can you play the guitar?, Would you like to come?, You are invited!, My uncle is a zookeeper, What are you doing?, Bigger is not always better!, I’m proud of Indonesia!, When I was a child. This is for the material of the books used in the classroom, and this is a handbook of students in the classroom.

3.3 Procedures of teaching speaking Using Genre Based Approach

Based on observations the researcher, the teaching learning process in the classroom runs well.

The procedures of *Genre Based Approach* consist of four sections, namely:

In BKOF, the teacher builds the cultural context, share experience, and discuss vocabulary, grammatical pattern, and so on. For the first meeting, the teacher give recount text and the teacher explains the text in the class and the students only listen. The teacher will know the vocabularies that have been known by the teacher.

In MOT the teacher just gives the example of the text. Firstly, the teacher read the text. The teacher gave example how to read the text correctly. After that, the teacher asks one of the students to read the text and the others students listened and read their own text. After the student finish read the text, then the teacher correct the student’s pronunciation.

In this section, Join Construction of Text is the step where they try to develop spoken text with their peers and with the help from the teacher.

They can create different announcements, conversations on showing how to do things, monologues on how to make something and so on.

In this section, ICOT are done by the teacher at SMP Muhammadiyah 4 Surakarta with giving tasks as individual assignment. The teacher asked the students to make a recount text individually.

3.4 Problems Faced by The Teacher in Teaching English Speaking Skill by Using Genre Based Approach

Based on observation, the writer concludes that the problems faced by the teacher are the students' lack of mastering vocabulary and different capability of the students.

The student's lack of mastering vocabulary is found both in composing the speaking materials (in form of personal experience or holiday text) and their performance in speaking cycle. Secondly, the students also often repeat same words or sentences when presenting their text because they felt hard to memorize or to improve what they composed. In fact, some students could only present their title and some had three or four sentences.

Every student has different capability in receiving the material given by the teacher. This condition will make the teaching learning process does not run well. For example when low learners cannot receive and understand the material given by the teacher quickly as advance learners.

4. CONCLUSION

Based on the observation, the writer draws the conclusion of this research as follows:

The teacher in SMP Muhammadiyah 4 Surakarta only uses three steps of GBA. The three procedures used by the teacher are BKOF- MOT- ICOT.

In every step, there are many activities done by the teacher in the classroom. The activities during BKOF are asking question and giving explanation. Activities during MOT are giving example of the text to the

students, the teacher read the example of the text, ask the students to read the text, the teacher identify the text and corrected the students pronunciation. Activities during ICOT are giving tasks as individual assignment.

In the teaching speaking by using Genre-Based Approach, the teacher faced some problems. The problems are the student's lack of mastery vocabulary and different capability of the students.

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